Teacher Resource

Animal Testing

🔍 FOCUS QUESTIONS

1. Discuss the issues raised in the BtN *Animal Testing* story as a class. What were the main points or questions raised in the discussion?
2. Why are cosmetics tested before they are sold?
3. Why was testing products on animals introduced?
4. List some of the animals that were used to test the safety of cosmetics?
5. In which decades did the public start questioning the testing of products on animals?
6. What alternatives to animal testing are available?
7. Describe the labels that companies put on cosmetics to show that they haven't been tested on animals.
8. What animal testing laws does the government want to change?
9. How did this story make you feel?
10. Write a message about the story and post it in the comments section on the BtN *Animal Testing* story page.

⚙️ ACTIVITY

Pre-viewing activity

<u>Before</u> you watch the BtN *Animal Testing* story, ask students to make some predictions about what the story might be about. They can compare their predictions after viewing the story. Discuss the similarities and differences.

Classroom discussion

What do you know about animal testing? Hold a class brainstorm to find out what students know about animal testing. Using sticky notes, students will write down what they already know about the topic. Collect and place all the notes on a wall in the classroom. The following questions may help generate discussion:

- Why are animals used to test products?
- What products are tested on animals?
- Which animals are used in testing?
- What do opponents of animal testing believe?
- Are there any situations where animal testing is ok? Give reasons.
- Do you think that people's attitudes to animal testing have changed over the years? Why?
- What are the alternatives to animal testing?
- How do you feel about animal testing?

🔑 KEY LEARNING

Students will investigate the issue of animal testing in detail. They will look at the debate and develop a persuasive text outlining their position on the issue.

AC AUSTRALIAN CURRICULUM

Science – Year 4
Science knowledge helps people to understand the effect of their actions (ACSHE062)

Science – Year 5 & 6
Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083) (ACSHE100)

Science – Year 6
Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (ACSIS110)

Science – Year 7
Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE120)
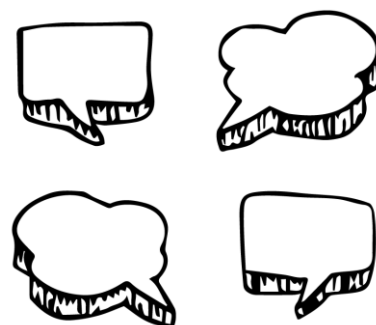
⚙ ACTIVITY

Student Research

Students will investigate key questions relating to animal testing. The class can be divided into research groups with each group focusing on one key question. The following structure may help guide students' research.

Define: What do I want to know?

Key questions for inquiry

Students can choose one of the following questions or come up with their own:

- Investigate the history of animal testing. How is it different today? Why do you think it changed?
- Investigate Australia's animal testing history. Which products were tested on animals? How is this different to today? Why did it change?
- Investigate animal testing in other countries.
- Why has there been a change in animal testing laws over the years?
- What is the Australian government's position on animal testing?
- Investigate why some animals are still used for medical research.

Locate: Where do I find the information?
What resources will help answer my questions? (Internet, people, resource centre, organisations, print). Discuss with students what a reliable source is.

Select: What information is important for the investigation?
Students may need support to sort through and select relevant information.

Organise: How do I make sense of the information?
Students can organise their research by creating main headings from their questions. Write each heading on a separate piece of paper. Record the information found for each question.

Present: How do we let others know about this information?
Each group needs to discuss then decide on the best way to present the information. Possibilities could include:

- A `Did You Know' Facts sheet
- Infographic
- Oral presentation
- Prezi presentation
- Use weebly to create a simple website

Evaluate: What have we learnt?
Each group reflects on what they have learnt about animal during their investigation. Students will reflect on their learning and respond to the following.

- What I learned...
- What I found surprising...
- How has this investigation changed my thinking about animal testing?

⚙ ACTIVITY

Should all animal testing be banned?

Students will explore the issue of animal testing and develop a persuasive text for or against the following statement: `All animal testing should be banned'. Ask students to brainstorm what they know about the debate and record key questions to investigate. Encourage students to use a range of sources.

Some issues to consider are:
- Animal testing has contributed to many life saving cures and treatments.
- Animal testing is cruel.
- Animal researchers treat animals humanely.
- There are successful alternatives to animal testing.

Provide students with the following structure to follow when completing this activity.

Structure of an exposition text

Introduction
- What is the point you are trying to argue? Construct an introductory paragraph which states the issue or topic.
- Introduce the arguments that will be developed in the body of the text.

Body
- Construct arguments that support your point of view.
- Each paragraph starts with a topic sentence which introduces each point.
- The rest of the paragraph gives more reasons.
- Arguments can be ordered from strongest to weakest.

Conclusion
- Restate your position on the argument
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.
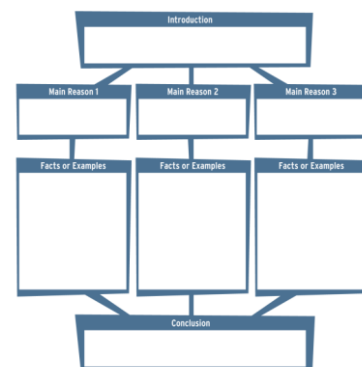
readwritethink

Use a persuasion map to plan your exposition text.

⚙ ACTIVITY

Further Investigation: Cruelty Free Cosmetics

Working in pairs, students will research cosmetics companies/brands that *do and do not* test their products on animals. Ask students to:
- Describe the labels that companies put on cosmetic products to show they are cruelty free.
- Visit some familiar brand's websites to find out if their products are certified as having not been tested on animals.
- Discuss what they found surprising about their research.
- Think about what should happen next. What action can students take on the issue?

USEFUL WEBSITES

Behind the News – Animal Testing
http://www.abc.net.au/btn/story/s3754727.htm

ABC News – Labor to present animal testing ban policy, Animals Australia praises move
http://www.abc.net.au/news/2016-02-21/labor-to-introduce-animal-testing-ban-policy/7187682

RSPCA – Coalition's Cosmetic Testing Policy Signals Reprieve for Thousands of Animals
https://www.rspca.org.au/media-centre/news/2016/coalition%E2%80%99s-cosmetic-testing-policy-signals-reprieve-thousands-animals

CBBC Newsround – Animal Testing
http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/animals/animal_testing/

ABC
Australian Broadcasting Corporation
News